



The Shakerite

In this image, taken by '08 graduate John O'Connell, a U.S. Marine sites his weapon while deployed in Afghanistan.

AIMING AT FUTURES IN UNIFORM

While Shaker promotes going to college after high school, students who choose military service find community support
Page 6-7



Turner visits MAC Sisters

Sen. Nina Turner visited the high school May 16. She spoke to American Experience students and MAC Sisters about striving to be the best. In her speech, Turner, who also teaches at Tri-C, quoted Henry Ford, who said, “If you believe you can, you’re right, and if you believe you can’t, you’re right.”

Tiara Freeman



Campus and City

GOODBYE, COPY & PASTE

TurnItIn, an online application that allows teachers to check student work for plagiarism, debuts

BY JULIA SCHARFSTEIN AND ALLIE HARRIS
CAMPUS AND CITY EDITORS

Cheaters, beware.

The same Internet that enables students to plagiarize with ease will now enable teachers to catch them just as easily.

Shaker has subscribed to an online anti-plagiarism service called TurnItIn, which is used by more than 20 million students, most of whom are in college. The International Baccalaureate Programme requires use of such software for its students’ extended essays. However, Principal Michael Griffith, along with other administrators, decided to make it available to any teacher who wanted to use it.

The cost was a \$510 flat fee, and \$3,300 total, including software, the license and the per pupil fee. The money comes from the district and the high school budgets in support of the IB program.

TurnItIn searches students’ papers for signs of plagiarism. Students create personal accounts and upload their assignments to a class folder. The site then compares their essays to student papers in the TurnItIn database as well as to Internet sources. The site highlights passages found to be similar to existing sources and provides links to them. Teachers can click on the links to view students’ online sources side by side with their papers.

When creating an account, students must agree to allow the database to save their assignments and use them to check for plagiarism in other students’ papers. TurnItIn’s terms and conditions state that the company has permission to, “reproduce, transmit,

display, disclose, archive and otherwise use Your Communications on the Site or elsewhere for our business purposes.”

English teacher Charles Kelly used the program for one set of essays. “I’m always interested in ways to prepare juniors and seniors for the college experience,” Kelly stated in an email interview.

“I wasn’t actually expecting that anyone would plagiarize, and no one did,” Kelly wrote. “There was no punitive intention at all when I used it.” His students were relieved to see that they had not plagiarized. He said that if he were to find plagiarism in an essay, he would use the opportunity to teach students about accidental and intentional plagiarism.

The rise of sites such as TurnItIn is in keeping with an Education Week study showing that 54 percent of high school students admitted to plagiarizing from the Internet. The same study revealed that 47 percent of students think their teachers chose to ignore signs of cheating.

According to Assistant Principal Ann Spurrier, plagiarism has not been a big issue at the high school. “I have had only one instance of a two-time offender, and she was given ISS and a zero without the chance to redo the second time,” Spurrier said.

Although she has seen no increase at Shaker in the past few years, Spurrier has read about increased plagiarism. “There is some popular literature that indicates overall that the trend is up across the country due to added AP/IB pressure and the extra competition to get into colleges,” she said.

English Department Chairperson Elaine Mason, on the other

hand, said that intentional plagiarism is not unusual at Shaker. “The reality is every year, we do catch a significant number of students plagiarizing,” Mason said.

Mason said that TurnItIn brings both positive and negative outcomes. She noted that students will learn about the service before college, and that the program will force teachers to become more creative with their assignments. She believes it will discourage students from cheating. However, use of the program also assumes students are guilty, Mason added.

Mason attended a meeting with the entire English staff to learn how to use TurnItIn. “I will not use it often, but I will use it occasionally,” she said. TurnItIn also allows teachers to grade papers on-screen. “I can foresee doing that in the future,” Mason said.

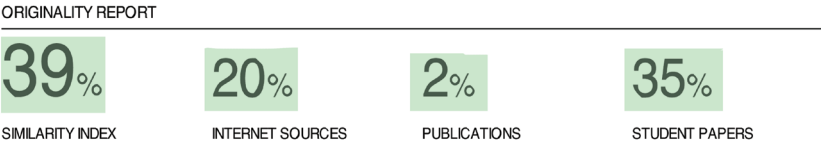
Science teachers Jonathon Rice and Brian Child used TurnItIn for a set of research papers on global warming. Among both classes, the service detected only one incident of obvious cheating. Their students’ similarity index scores, which indicate how much text in a paper matches other sources, ranged from 5 to 60 percent. However, high similarity index results don’t necessarily mean a student has plagiarized.

Rice said the paper that earned the 60 percent similarity score contained a lot of source material that was properly cited, a distinction TurnItIn does not make.

Freshman Anna Katz isn’t worried about TurnItIn. She said, “I don’t think it’s a big deal. As long as you write your own essay, you’ll be fine.”

9 Human causes also contribute severely to the problem of world hunger. The lack of 6 infrastructure in developing countries means high transport costs, lack of storage facilities, and 35 an unclean water supply. Since the people are extremely poor, they cannot afford seeds to 22 plant crops, tools for farming, or land. This becomes a repeated cycle because they do not have enough money to buy or produce food so they get weaker and are able to produce even less. 6 Another main human cause of hunger is war. Food sometimes becomes a weapon because soldiers will starve opponents by destroying food and livestock and ruining local markets. Fields and water wells become contaminated when land mines are placed in them ("Hunger" 1-2).

THIS IS AN excerpt of a student’s paper submitted to TurnItIn for this story. The different colors and numbers correspond to Internet sources that the program identified within the paper. This paper is not plagiarized because the quotations and paraphrases are cited and the paper includes a corresponding works cited list. Citations, such as (“Hunger” 1-2), appear in parentheses and acknowledge that the writer is using source material. Words such as “to,” “the,” and “world hunger” are highlighted and do not correspond to citations. But, these words will obviously come up in a research paper about world hunger. Science teacher Jonathan Rice, who used TurnItIn this year,, said that teachers use their discretion to disregard such passages.

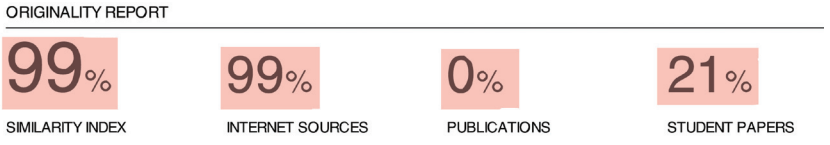


THE SIMILARITY INDEX indicates how much of the paper matches other sources in the TurnItIn database. Rice said a 39 percent index result is acceptable; for his research paper, students’ index results ranged from 5 to 60 percent. Teachers can set the program filter to ignore small matches or those in citations or bibliographies. Compiled by Julia Scharfstein, Allie Harris and Liz Jacob

1 Intimacy is probably one of the most misunderstood concepts in relationships. Somewhere down the line intimacy and sex became interchangeable words, many people believing they are one and the same. And while intimacy may include sex, it involves much more. Intimacy encompasses and entire way of being, acting, and thinking. It is a place of commitment, vulnerability, and trust.

Intimacy is when both spouses understand each other while simultaneously feeling understood. People can be married for years and never truly be intimate with each other. You can find help right now for your marriage by contacting a professional marriage counselor on our site. This is pro-marriage, and we believe that your relationship is worth saving.

THIS IS AN excerpt from a student paper submitted to TurnItIn for this story. Two important differences distinguish this paper from the first. Although text is highlighted, only one color and number are evident. Because TurnItIn assigns a unique color to each source identified in a paper, a single color tells teachers that at the very least, the paper does not represent meaningful research. With no internal citations, the highlighted text is plagiarized. In fact, because all but two words are highlighted, it is clear that the paper was copied and pasted from an Internet source. With or without TurnItIn, teachers would easily identify plagiarism by the sentence “You can find help right now for your marriage by contacting a professional marriage counselor on our site.”



THE 99 PERCENT index indicates that the whole paper was copied from sources in the TurnItIn databases. The other three percentages indicate what kind of source the similar language appeared in. The three categories’ percentages exceed the 99 percent index because overlaps in the matches between categories could lead to totals greater than the similarity index mark.

IF YOU’RE BUSTED

The high school now has a school-wide academic integrity policy. It defines plagiarism, outlines teacher, parent and student responsibilities and describes violations and penalties.

Violations are separated into first-degree offenses (plagiarism “occurring due to ignorance or inexperience on the part of the student”) and second-degree offenses, which are “more serious, in which a student is intentionally passing off another’s work of his or her own.”

First-degree penalties are a rewrite, a 25 percent grade deduction, and contacting the student’s parent. For second-degree offenses, underclassmen receive a zero but can redo the assignment for 25 percent reduced credit. Upperclassmen who are repeat offenders receive a zero. In both cases, parents will be contacted, conferences held, and at the teacher’s discretion, an administrator notified.

Julia Scharfstein

AND THE WINNER WAS...

In the absence of a firm deadline, senior presidential election goes awry

BY GRAHAM FINE AND ILANA KRAMER
EDITORS IN CHIEF

If the rocky aftermath of the 2012 class presidential election taught any lesson, it was that ignoring a deadline could cost someone the presidency.

In the span of five days, the election devolved from a democratic vote into a process marked by emotional meetings, calls from parents and a petition from students. All because one candidate was allowed to run despite missing the April 29 filing deadline.

As of May 12, Michelle Cahn was running unopposed for 2012 class president. By May 17, she had lost the presidency to Ian Mercer.

"I wasn't campaigning as hard as I would have if I had known Ian was running," said Cahn who, after weeks of running unopposed was surprised to learn that Mercer had decided the Friday before elections to run for president.

Mercer, the class president from 2008-2009, originally ran for class representative but changed his mind late in the campaign. Senior Class Adviser Jewels Rossi directed Mercer to the elections chairperson, senior Isabelle King, who told him that he was allowed to run for president.

"He should have been told he couldn't do that," said Assistant Principal Eric Hutchinson, who described the situation as "a procedural adult error."

On May 17, Student Council elections took place after an assembly third period in which both presidential candidates gave live speeches. Other council candidate speeches had been pre-recorded. Voting took place during lunch periods with both Cahn's and Mercer's names appearing on the ballot.

During tenth period that day, King announced via P.A. that Mercer had won the presidency. Cahn said that after hearing the announcement she felt "more upset than mad" but "definitely not mad at [Mercer] at all."

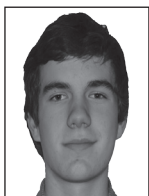
On the night of the May 17, Hutchinson and Rossi received calls from concerned parents, including Cahn's mother. "My mom, without me knowing, called Hutch," said Cahn, who explained that her mother didn't hope to change the results but instead wanted to emphasize the election was conducted unfairly and that it should never happen again.

The following day, during ninth period, Mercer was called to a meeting with Hutchinson and Rossi. Mercer was asked to compare himself to Cahn and to consider whether he would make the best 2012 president.

"They never told me to step down," Mercer said. Instead, Hutchinson and Rossi asked Mercer to "think about the gravity of

the position I had just won."

Following the meeting, Cahn was called down to discuss the matter with Hutchinson and Rossi. They explained that Mercer had given



Ian Mercer



Michelle Cahn

Cahn the presidency. Cahn immediately asked whether Mercer was OK with the decision and was told that Mercer felt that she was better fit for the job and deserved to be president.

After the meetings, Hutchinson, sounding uncomfortable, reported Mercer's decision during the representative election results announcement. "I stumbled through [Wednesday's] announcement because I was emotional," Hutchinson later said.

After the announcement, Cahn texted Mercer to thank him. He responded, "I know our council will be much stronger with you [as president]." Students in Cahn's and Mercer's respective tenth-period classes noted that neither student looked celebratory.

In interviews, Rossi and Hutchinson justified their post-vote intervention.

"We try to put as much responsibility in the hands of students as possible," Rossi said. She added, however, that the decision to permit Mercer's candidacy was too great a responsibility for King or any student. Hutchinson and Rossi agree that it was a decision that adults should have made.

On Mercer's decision to give the presidency to Cahn, Rossi said, "Ian was very selfless" and that he "cares about the wellness of his class."

Hutchinson stressed that "Ian did nothing wrong" and that he and Rossi wanted to fix the "procedural adult error" that had al-

Dear Mr. Hutch and Ms Rossi,

We are confused. We have been upbraided for a lack of "unity" in our class yet; the candidate who received the majority vote has stepped down (for reasons unknown to us). This is not meant as a complaint directed at our new leader, we will fully support Michelle as we would have Ian or any other candidate that had been willing to take on the responsibilities as president.

We feel as if the election process has been futile. Our elected leader has stepped down in a situation wrought with many mysteries. We would like to understand the circumstances that allowed these events to transpire. Many of us feel that our democratic right was violated; we have been stripped of our voice. It is difficult for many to respect the actions/decisions of student council as this election has tainted their credibility. We understand that the decision to share these events is ultimately in your hands. But we know that knowledge breeds acceptance and this controversy has certainly created a rift in our "class unity"

Sincerely,

The Class of 2012

ADDRESSED TO
ERIC Hutchinson
and
Jewels Rossi,
this letter states
concerns about the
clas of 2012
Student Council
election. The
author, junior Vince
Gassman, writes
that although his
classmates will
support Michelle
Cahn as their
president, they do
not understand
why their votes for
Ian Mercer were
not
honored.
Attached
to the letter
was a petition
signed by
approximately
40 students.

lowed
his late
entry. "I let

Ian down . . . I let Michelle down," Hutchinson said.

Mercer said that although he made the decision quickly, he thinks it was the right one.

"I genuinely believe that Michelle will be the best president," Mercer said in an interview.

As for the decision to allow him to run, Mercer was understanding but wished that somebody had said something earlier. "Everyone makes mistakes," he said. "My feelings definitely aren't hurt."

The controversy prompted apologies from the administration to both candidates as well as their families.

The day after the change was made, a petition written by junior Vince Gassman and signed by 40 juniors was sent to Hutchinson. The petition language opened with "We are confused" and inquired about the process by which the popular vote was disregarded.

However, Gassman said, "We shouldn't take it out on council; it's not their fault."

Hutchinson has no reservations about whether Cahn will be an able leader. "The outcome is correct," he said. "How we got there was flawed."

YOUNG JEEZY VOTED FOR CHAQUARIUS. DID YOU?

**Chaquarius
Reese
will bring us the
Golden
Fleece!**

Write in "Chaquarius
Reese" for Class of 2012 Presidentarius!



Chaquarius with the fleece

BY SARAH-JANE LORENZO
CAMPUS AND CITY EDITOR

Controversy struck the class of 2012 presidential campaign well before election day.

Posters promoting an imaginary candidate, Chaquarius Reese, appeared throughout the building weeks before the vote. The Chaquarius campaign was a hoax perpetuated by junior Spencer Seballos, who refused comment for this story.

The posters featured celebrities' pictures and messages of support. In one, a photo of rapper Young Jeezy, hands clasped, accompanied the text "Young Jeezy prays that you will elect Chaquarius Reese class of 2012 prez."

Opinions about Chaquarius were plentiful, as were arguments about his very existence. Students such as junior Caira Lee were neither fooled nor insulted. "I found out early on [that Chaquarius was not real] but I thought that it was good-spirited," Lee said. "I just thought it showed his dedication and kind of spirit of being a teenager . . . He didn't hurt anybody."

Senior class adviser Jewels Rossi and Assistant Principal Eric Hutchinson, who advise Student Council, were

not pleased. "I was very disappointed because I believe that the individual(s) behind that, whatever their motive was, I just think that their arrow was improperly aimed," Hutchinson said. "If you miss your mark, it is harmful, a tad racist and controversial."

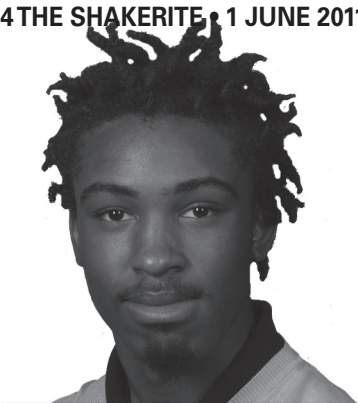
"It hurts what we're trying to accomplish here in the Shaker community," he said.

The mythical candidate also had a Facebook page and Youtube campaign speech. During the speech he mocked the IB programme by guaranteeing the class of 2012 a great "promme," promised to improve school spirit, and suggested installing a small nuclear reactor and hydroelectric dam to meet school energy needs.

At the class of 2012 election assembly May 17, Rossi warned students that writing in the name of a candidate would invalidate the whole ballot. Some students did write in names, and their ballots were discarded.

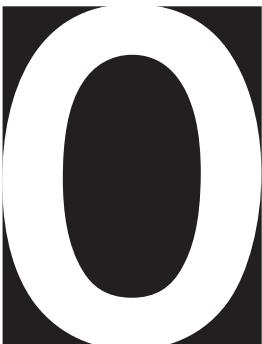
Although the prank may have affected election results, Lee does not blame Seballos. "I feel like the people who took it upon themselves to be ignorant and write their names on the ballot took it too far . . . but I don't think that was [Spencer's] fault."

THIS POSTER WAS one of many to appear online and in the high school hallways during the weeks leading up to the elections. Students in the class of 2012 were warned not to write in names on ballots, as doing so would make them invalid.



Skates confiscated . . . twice

Principal Michael Griffith approved Taran Brown’s senior prank: roller skating during the lunchtime flash mob. Yet, Brown’s skates were confiscated twice. The first time was a mistake, but Brown said he was at fault the second time because he skated between bells. Brown said that the administration threatened him with suspension if he were to skate in the hallway again. Griffith said, “Students were skating down the hallway during a passing period. The skates were confiscated by a staff person and returned to the student at the end of the day.”



Opinion

Shoes elicit intolerance

So I bought a pair of shoes. No big deal, right? It’s a Tuesday morning, and people are checking out my red, black and white Jordan heels and giggling. I giggle with them. I enter my first period class and am bombarded with oh my Gods and wows. One girl snaps a picture of my shoes. Most people, including myself, have never known anyone who owns a pair. I expected some attention, so I’m not shocked.

Class simmers down and first period goes on. As I walk to second period, I am surrounded by students’ laughter. But I remain confident – I’m making a fashion statement and am proud of my individuality. Second period, like first, brings oohs and ahhs.



Kayla Pincus

The trek to third period grows increasingly uncomfortable. People no longer point at my shoes; they point at me and laugh. I seem to have broken some serious fashion law. There are about 1,900 students in this school. I never knew what it would feel like to have many of those students laughing at me. I decided I wasn’t going to cry. And I definitely wasn’t going to change my shoes. As the day progressed; nearly everyone either laughed or said something like “This b---- thinks she bla-”.

By midday, I wasn’t bothered as much by the social pressure as by the racism. Why can certain shoes, like Jordans, only be worn by black people?

After school, I’m confronted by friends asking if I’m OK. Why are people so intrigued by a problem so irrelevant to them? I see six text messages on my phone and feel quite social. Two are from high school friends asking if I’m feeling alright. The third is from a ’10 graduate who tells me I’m his favorite white girl because I had the [guts] to rock Jordan heels. The fourth is from an

’09 graduate asking if I’m OK. The fifth and sixth are from ’08 graduates, one telling me I’m her hero and the other telling me he’s embarrassed to be my friend.

Now I’m just lost. At conferences, jaws drop as friends pull out fancy phones and load Twitter and Facebook pages. A friend says quietly, “Kayla, you’ve been all over the Internet since this morning. Didn’t you know?” Well, no. I didn’t know. The girl who took the picture of the Jordans first period put it on her Twitter page, with comments. People from third period Social Issues made Facebook statuses about the shoes issue, with comments. The comments were offensive. People in younger grades and those who’ve graduated were posting away all day about that white girl with the J’s. Whether in AP classes or CP classes; white or black; 13 or 22 years old, people from all walks spread gossip about my shoes. By the end of the day it’s not the harassment, or even the racism, that is embarrassing or disappointing. It’s that a large portion of our school plus some graduates are wasting their thoughts, time and energy on a pair of shoes.

I felt furious and humiliated to be a part of our school and a generation of Americans who made my shoes such an important issue in their lives. We spend a lot of time at Shaker talking about our diversity of race, ethnicity, religion and thought, but in some ways I think



@Tip_topshape <http://plixi.com/p/60105559> she's in our grade and she's white.



KAYLA PINCUS

RESPONSE TO KAYLA Pincus’ Jordan heels revealed the prevalence of stereotypes among students at the high school and beyond.

it’s a crock. I graduated and left SHHS a semester early and came to southern Africa, where people suffer more than I could’ve imagined and likely more than many of you can. I’m in a place where poverty is more likely than stability by a long shot, and rape and murder are commonplace. Instead of helping fix the problems of the world, we American teenagers of Shaker Heights text one another about the social disaster that was my shoes. Not only that, we boast about our school’s tolerant climate.

I had already decided to volunteer, and getting away helped clarify my thoughts about that day. Now at the southern tip of Africa, I’m trying to be the change I’d like to see in the world. I urge you to start doing the same. Do something meaningful with your summer. Volunteer, get a job; just don’t add to the problems our society and generation are already facing; there are enough as is. Let people wear the shoes they want to wear – worry instead about putting shoes on the feet of the millions who have none.

Prank week distracts AP students with loud music

BY SARAH SHAW
OPINION EDITOR

Senior Week is the one week of the year during which freshman are warned not to touch anything, to stay out of the halls and to go straight to class. No exceptions.

Well, there was little need for such warnings this year. Music blasted from the P.A. system between bells on May 2 and May 3. But, if you were taking an AP test Monday or Tuesday, the music reached the testing room.

Kudos to the proctors who unhooked the P.A. system, but the music was loud enough to hear anyway. Music destroying students’ concentration during testing sessions was an unacceptable prank.

U.S. History and European History exams prevented seniors from marching through the school in the middle of the day. Instead, in the middle of tenth period, seniors ran screaming through the halls. If they had run through the halls before tests started, it would have been just as effective and less disruptive.

Even the rain did not deter seniors from driving around the oval and screaming . People

say when we’re seniors we’ll act the same. But there’s a fine line between entertaining and annoying. Especially when it affects test scores that we work so hard to earn.



Yael Talleyrand

SENIORS MATT SCHULTHEISS and Taylor Clark scooter across school campus on lawn day.

PRANK WEEK IN REVIEW

Approved



Music between bells

Enjoyable, not profane, no distractions during classes

Safety hazards: Spanish AP test takers will all earn 2’s due to noise pollution.

Cars in the courtyard

Struggle to get cars in and out, little known prank.

Safety hazards: Clowns steal cars.

Flash mobs in the cafeteria

Enjoyable for those who could watch; people eating on the lower level were not allowed upstairs.

Safety hazards: Students trampled by the mobs of people exiting from lower level.

Ms. Lawlor’s Room

The room was plastered with pictures of Spencer Shay from the TV show “iCarly.” The display was

entertaining to those who understood the joke.
Safety hazards: Ms. Lawlor experiences an identity crisis.



Rejected

Car in the Eli Gallery

Possible Reason: Catastrophic earthquake hits the Eli gallery, causing the car to fall to the center of the earth.

Water games in the courtyard

Possible Reason: Water causes the courtyard to flood after soggiest spring ever.

Vaseline on the railings

Vandalism
Reasons: Defaces school property, can cause allergic reactions, hands feel gross for the rest of the day.

Compiled by Sarah Shaw

The clothes don't make the spirit

During any spirit week, I can look around my classroom and see just one or two people dressed up. My observations are not unique.

Student Council Spirit Committee Head Gabe Gordon noticed, too. "I'd like to try and put a number to it, but I'm afraid it would be disappointingly low," he said.

"Some people live for them, some people blatantly ignore anything of the sort, and some people think they're too cool to have a little fun," he explained. "To be honest, I am a little disappointed in Shaker's lack of school spirit."

With few students dressing up for spirit week, maybe it's time Shaker re-examined strategies for getting students to show more school spirit.



Samantha Weisner

So why does Shaker lack school spirit? Maybe we just have the wrong ideas about how to measure it. I am an avid Ohio State fan. I wear Ohio State shirts and colors before games. I think that is what the definition of spirit is. I don't really understand how dressing up like Jorgen Von Strangle from "The Fairly Odd Parents" or wearing mismatched clothing shows anything but a wish to relieve the monotony of the typical school day.

Many others, including myself, find spirit day to be too much effort. I know that if I don't have an outfit to fit a theme, I'm not going to go out and buy something. Why waste money on something you would most likely only wear once?

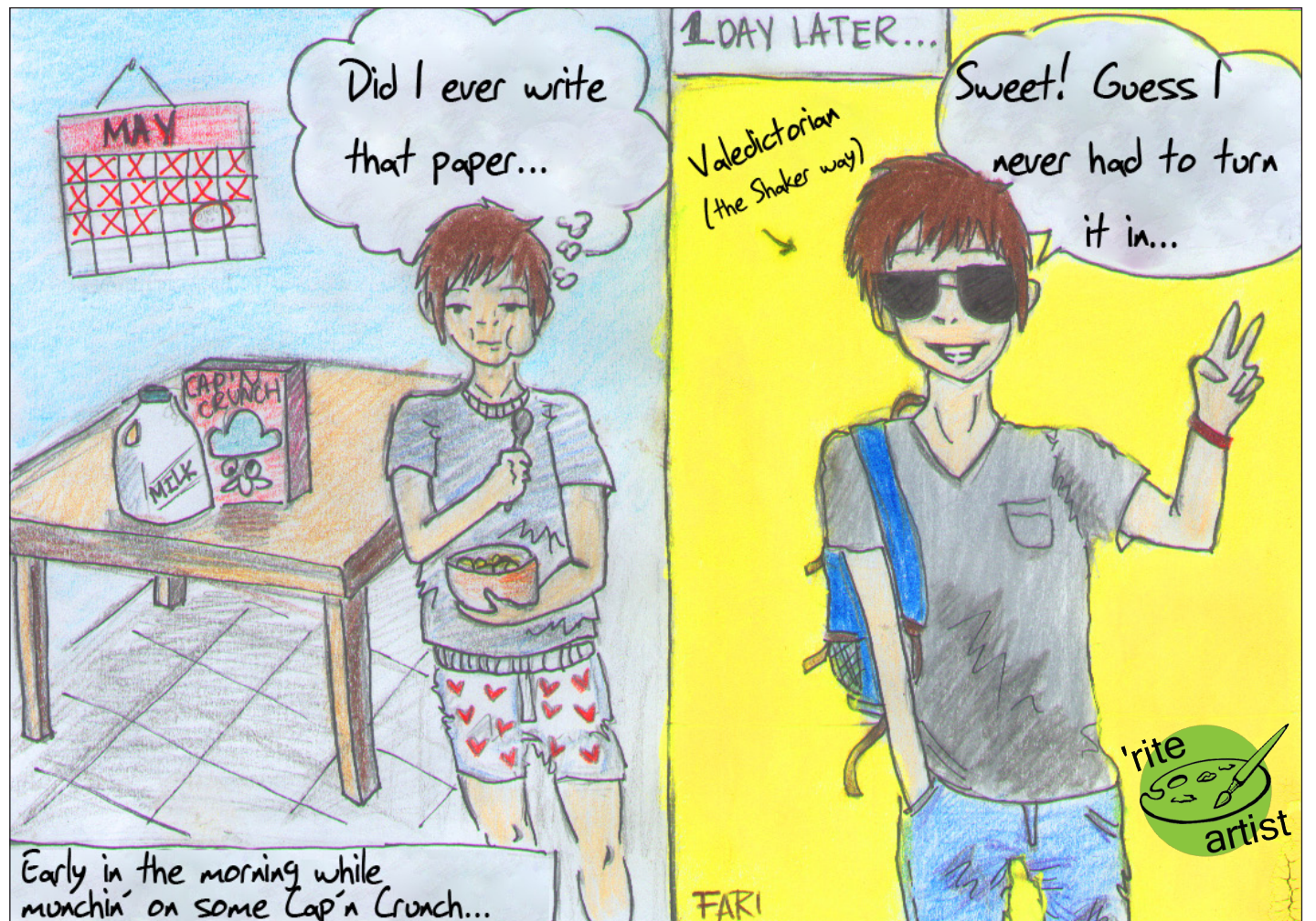
I think spirit days, while they may be fun for those who choose to participate, fail to truly stir up students' Shaker spirit. Fictitious senior class presidential candidate Chaquarius Reese suggested building school spirit by charging students to use a baseball bat to smash a junker car labeled with a rival school's name. While the idea is unrealistic and borderline criminal, it would unify the school under one common cause.

Dressing up in silly clothes does not.



ANDREW TAYLOR-SHAUT

SOPHOMORES CLIFTON TURNER and Gyasi Wingo, dressed up for tacky day, were among few students who participated in Spirit Week.



Fari Bustamante • The Shakerite

DEADLINES DON'T SEEM TO MATTER

If no one is going to enforce the deadline, then no one can rightfully say election papers were turned in late.

On Friday, May 13, junior Michelle Cahn was running for 2012 class president unopposed. Unluckily for Cahn, Ian Mercer wished to run and, although declared at the last minute, that wish was granted. Mercer turned in his election papers two weeks after the April 26 deadline, and no one stopped him.

As high school students, our lives are defined by deadlines. We move at the ring of a bell and according to our counselors, our futures depend on filing college applications on time.

However, there is no point in setting deadlines if they are going to be ignored. Mercer did nothing wrong in asking to run for president. However, the decision to allow Mercer's candidacy, made by a student, reinforces the message that deadlines can be overlooked to accommodate a single student.

In theory, there are penalties for not meeting deadlines in school. If you're lucky, your teacher will just deduct some points from the assignment that arrives late. But only in theory. Within the high school, deadlines are often ignored. Students turn in work well past due dates with no meaningful consequence. Students, parents and counselors routinely ask teachers if they will accept missing work that is months late. It's not unusual for students to hand teachers a stack of assignments on the last day of the quarter accompanied by a note essentially stating, "This should get me to a B."

Email messages informing teachers that additional seniors

are going on project arrive for days after project begins. Hallways after the second bell are full of students, and not one is hurrying. School policy dictates that absences be excused within 72 hours, but everybody knows that deadline was made to be broken.

It is the responsibility of the adults in school to enforce rules and deadlines. By accepting late work and other deadline violations, adults are making the problem worse and encouraging students to make their own deadlines. After the 2012 election Assistant Principal Eric Hutchinson nobly admitted that he had "let down" Cahn and Mercer, but it was not solely his responsibility; it is the duty of this school to teach students how to honor deadlines.

Under these circumstances, your teacher may say that he or she won't accept late work, but the culture of the high school makes it very hard for any teacher to enforce that expectation. Is it any surprise, then, that Mercer would file his application well after the deadline, or that a senior poised to graduate ignored the deadline and accepted the application? After all, it is the Shaker way.

Now, you won't fail a class because your homework is late, and if a late paper means you get a B, you will still get into college. But, if you are allowed to submit election paperwork a few days before election day, you may find yourself in a meeting where you are encouraged to decline the office you won by vote.





We want to hear from you

Send your feedback on our articles, school policies or anything that's on your mind as letters to the editor to shakerite@shaker.org or drop them off in Room 229.

John O'Connell ('08) joined the Marine Corps and was deployed to Afghanistan after his sophomore year at The University of Akron. He is pictured on duty in Afghanistan.

Why did you decide to join the military?
It was different. Not too many people were doing it.

How did you make the decision?
I went and did my own research because everyone I had talked to had some kind of story about how their recruiters screwed them over and they had promised them a certain job and then they got them a different job and promised all these empty promises that they didn't get. So I did all my own research and I knew exactly what I wanted before I went and talked with them.

What made you choose the Marine Corps?
The Marines are the best of the best, flat out.

How did your friends and family react to your decision?
"Very positively," said Barb O'Connell, John's mom.

How do you think joining the military is viewed by the Shaker community?
It depends on what part of Shaker you are in. Some people can be all about it, some not at all. It's really just based if you go left wing or right wing, but it's mixed views all around.

When did you realize that you were going to be deployed to Afghanistan?
When I joined we had already figured out that we would be leaving within six months.

If you could sum up your tour in Afghanistan in one word, what would it be?
Aggravating. Frustrating. Everything you did was pointless, nothing really got accomplished even though you were working 100 hours a week, and it's hot, and you're getting shot at. You never really see any of the good stuff.

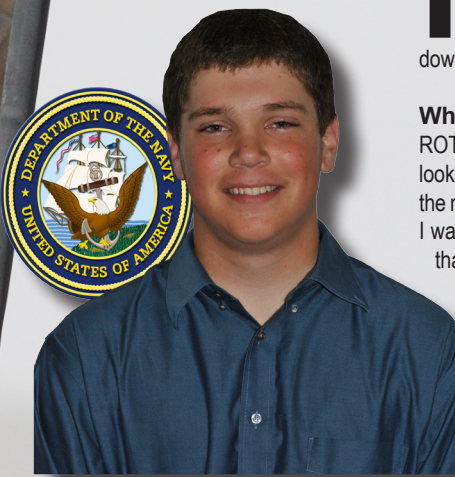
How have you changed as a result of your tour in Afghanistan?
I drink a whole lot more! And yeah, you can put that in The Shakerite!

Do you see yourself continuing your career in the Marines?
Yeah, at least for a little while. Definitely. You grow as you move on, it goes in certain stages. The first stage is where you're going to do your time and you're going to get picked on and it sucks a lot, but you learn a lot. The next stage above that is where I'm entering now, when you get to employ everything you learn.

Would you suggest joining the military to future Shaker grads?
Absolutely. A lot of people are at cross-roads and they don't really know what they want to do. Even if it is not a career thing, it's something different. There are actually a lot of ways you can go to college while you are in the military.

FUTURES IN THE ARMED SERVICES

COMPILED BY ALYSSE EBERHARD, MARISSA MILLER AND RACHEL SHAW
COVER STORY EDITORS



Ryan Walling
ROTC, NAVY

How did you learn about the military or armed forces as an option after high school?
I have had plenty of friends who have decided to go down the military path and decided to look into it.

Why did you choose to pursue it?
ROTC will pay for most, if not all of my college expenses. Second I look back on my life and look at some of the people whom I respect the most and have seen that they have chosen a military path. Third I want to be a pilot, and the military is the best way to get me on that track of flight.

Which branch are you going into?
I am going Navy. Yes, I know I want to fly, but to become a jet pilot I have a much better chance to fly jet planes in the Navy.

How did your friends and family react to your decision?
At first both of my parents didn't like the decision and they

were caught off guard. However, they remained very supportive of my decision and they have finally come around and feel much better about it. My sister was the one who wasn't that surprised when I told her and was very supportive. All of my friends have been extremely supportive and know this is something I will enjoy and be good at.

Anything else you'd like to add?
I just want to make it clear that I am going into ROTC (Reserve Officer Training Corps). I am not just enlisting after high school. Participating in ROTC means that I will graduate as an officer in the Navy.

The Reserve Officer Training Corps program provides scholarships to college students in return for active duty military service after graduation. Students can quit ROTC after the first year without any obligations.



Tim Dixon '10
NAVAL ACADEMY

'10 GRADUATE REPORTS FROM US NAVAL ACADEMY

What spurred your interest in military service?
I first became interested when speaking with a Navy pilot at The Cleveland National Air Show. Although he was not a Naval Academy graduate, his sharpness and professionalism impressed me. I became interested in the Academy after attending a [five-day] summer program [before senior year] at the Naval Academy called Summer Seminar. This exposed me to the academics, athletics, professional training, and day-to-day life at the Academy. A conversation with a Naval Academy graduate solidified my decision to apply.

What made you choose the Naval Academy?
I decided to attend the academy first because of its structured atmosphere. I found through high school that I work best in a structured environment. Similarly, each day at the academy consists of classes, military requirements and athletics; balancing everything requires efficient use of time and focus. Second, the Naval Academy mixes morals, athletics and academics in one school. The academy also offers job security. Upon graduation, you receive a bachelor's of science degree in a major of your choice and you are required to serve for five years in the Navy as an officer. Lastly, the Naval Academy has a strong engineering program.

What was the application process for the Naval Academy?
One of the unique aspects of the application process is receiving a congressional and/or senatorial nomination. These are obtained by interviews/applications managed by the specific congressman or senator and are a required component of the application.

How did you friends, teachers and guidance counselor respon to your decision?
After making the decision to attend the academy, I was well supported by friends, peers, family, teachers and guidance counselors, all of which were enthusiastic about my decision and offered assistance throughout the application process.



Jermaine Clark
MARINES

Why did you choose to join the army after high school?
I joined the Marines because I felt I needed discipline. The Marines is the most challenging branch of the military, so I figured, "Hey, what better branch to get what I need?"

What unit are you in?
My unit is Charlie Charlie. My MOS is accounting.

How did your friends and family react to your decision?
My mom was shocked when I first told

her the news. Of course there were some friends that said, "You gonna die," but hey, you have to love them at the end of the day.

Anything else you'd like to add?
I think the enlisting in the armed forces is a great opportunity. If you have the chance, take it. For many, chances like this don't come around too often. At the end of the day, you just really have to do some self-examination and find out who you are as an individual. If you don't feel it's for you, then don't waste your time.

Charlie Charlie is a unit in the Marines. An MOS is a Military Occupational Specialty Code, which designates a specific job.



Andy Bell
GARIN TZABAR
ISRAELI DEFENSE FORCE

What made you hear about the possibility to join the IDF?
Originally I was going to take a gap year and go to Ghana and Israel to work in orphanages. While doing research on opportunities for my gap year, I found a program that allowed citizens of countries other than Israel joining the IDF.

What made you choose this option?
The first thing that appealed to me is what Israel fights for. We only fight to protect our country. We don't go into other countries for some reason like there being some oil. Another reason for me going is my connection to Israel... Being Jewish, Israel is my homeland, and I didn't know what that meant until I stepped foot in the country. Finally, my last reason is that you can turn on the news, or look

in a newspaper, and you can find many stories on the difficulties in the Middle East. Israel is affected by all of this. A lot of these unstable countries are enemies

of Israel and with regimes taking over, Israel is becoming more and more unsafe. All Israelis are obligated to join the IDF, so I'd like to stand with them and fight for my homeland.

How did your friends, family, peers, guidance counselors, etc. respond to your decision?
My friends and family are all proud of me for going to Israel. Of course they are worried for the obvious reasons; I will be in combat and it will be dangerous, and I will be gone, halfway across the world, for 18 months.

Anything else you'd like to add?
The program I am going through is called Garin Tzabar. I spend one year, August 2011 - August, 2012, in the U.S. I will be working a part time job and taking classes at Tri-C to get a few college credits out of the way. Also, during the year, I will go to Chicago five times for seminars to meet my unit, which is full of Americans. Then, in August, 2012, I will go to Israel to start my 18-month tour. I am excited beyond belief.

Garin Tzabar is a program for Jews and Israelis living outside of Israel. Participants learn Hebrew, culture and history before basic training.

"Everything you did was pointless. Nothing really got accomplished even though you were working 100 hours a week, and it's hot, and you're getting shot at. You never really see any of the good stuff."

John O'Connell, USMC



Cover Story
by
the

's

41%
of students polled
said they know
someone who is
or has been in the
armed forces

81%
of students polled
said they would
support a peer who
chose to join the
armed forces

61%
of students polled
said they would not
consider joining the
armed forces after
high school

16%
of students polled
said they don't think
that Shaker portrays
the armed forces
as an appropriate
option for life after
high school

*A scientific telephone poll of 81 students with a margin error of .11



Read out of debt at Shaker Library

The Shaker Library has an answer for your maxed-out library card. No money to pay fines? Earn \$8 in library bucks for each hour you read at the library. Use the “money” to pay down your Shaker Library fines. Bring your library card and your own reading material, or read some literature upstairs in the Teen Center. Reading times are 3-5 p.m. June 18, 3-5 p.m. June 24, 2-4 p.m. July 16 and 6:30-8 p.m. July 19.



Spotlight

1 CHAMPION

R White prevails in Youngstown, takes skills to national tourney

BY KATHLEEN KALAFATIS AND ERICA SEMAN
SPOTLIGHT EDITORS

2 WORD

SS

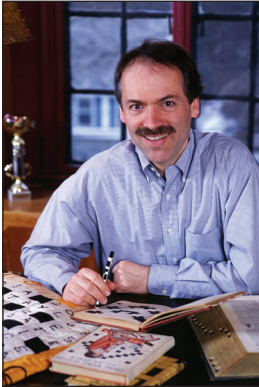
He uses pen. That’s how good Robert White is. If any White family member needs help finding a four-letter word for a type of wildcat (lynx) or seven-letter word for pants (trousers), they ask Robert White, a Latin, Greek, and when

needed, math teacher. White recently competed in the American Crossword Puzzle Tournament, held yearly in Brooklyn. To win, one must earn the most points on seven crossword puzzles. White placed 70th out of 650 competitors, with 10,650 points. The winner, Dan Feyer, earned 12,075 points. Each day, White completes the crossword puzzles in both The New York Times and The Plain Dealer. He also subscribes to crossword puzzles services and has puzzles sent to his email. Using pen reflects both White’s confidence and his laid-back manner. “It’s a force of habit,” he said. White does not care if he makes a mistake; he simply crosses it out and changes the answer. White also refuses to use a dictionary or thesaurus. “I just feel inadequate [when using a reference book],” he said. But, he doesn’t discourage others from doing so. To avoid using a dictionary, White said he puts down an uncompleted puzzle and saves it for later. He has a whole journal full of accumulating, unfinished puzzles he will eventually complete. When he comes back to a puzzle, White said, his mind is clear and he can focus on solving it, sans dictionary.

This strategy is White’s top tip for crossword success. White’s passion for puzzles has family roots. “I liked to work on them with my mother,” he said. White also created puzzles for his college newspaper. Today, his friends and relatives call him when they need help on a tough clue or gimmick. White’s wife, Lori, teaches math at the high school, and his daughter, Lindsay, is a senior. Lori White said she and her husband don’t do crossword puzzles together. “While I do enjoy doing crosswords, he is way above me, so it wouldn’t work very well,” she said. Lindsay said her dad’s crossword focus is intense. “He’s pretty in the zone,” she stated in a text message. According to White, not all crossword puzzles are equal. “The New York Times’ [puzzle] is like the gold standard . . . and everyone knows who Will Shortz is,” he said.

In case you don’t avidly pursue puzzles, Shortz is the creator of puzzles in The New York Times. To prepare for the New York City competition, White competed in and won Youngstown’s Crossword Puzzle Tournament and Fund-raiser March 12. White said he only heard about the tournament the previous week, but decided to compete to prepare for his upcoming trip to New York, where he completed many rounds of puzzles on a national level. In depth, White explained that the answer to the winning Youngstown clue was “alphabet song” but that only eight spaces were allotted for it. So, using his knowledge of the Greek alphabet, White used the Greek letter alpha to create answer “bet song.” The move helped him to the win.

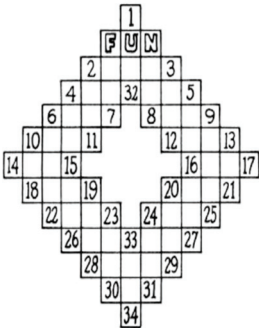
White’s memory is extraordinary. He can explain in detail many of the complex puzzles he has solved, citing their creators and which newspapers they appeared in. His experience with high-stakes competitions of the mind is longstanding; he appeared on TV quiz show Jeopardy on Feb. 12, 1987. White explained that solving a crossword puzzle helps keep him sharp. He said, “It is exercise for the mind.”



Will Shortz

If there is a crossword celebrity, Will Shortz is it. Shortz, the puzzle editor for The New York Times, attended Indiana University and is the only person to hold a degree in enigmatology, the study of puzzles and puzzle construction. Shortz created a curriculum at Indiana to earn his enigmatology degree. He has edited 164 NY Times crossword puzzle books, which appear among the 21,312 crossword titles at Amazon.com

FUN’S Word-Cross Puzzle.



The first ‘word-cross’ puzzle

Arthur Wynne invented the crossword puzzle in 1913. Today, papers publish crossword puzzles daily. Typically, the solution to the previous day’s puzzle appears as well. Although the first puzzle was called a “Word-Cross,” the name was soon changed to “Cross-Word” after a typing mistake.

Erica Seman and Kathleen Kalafatis

Mr. White’s Top 10 Tips

- Shaker’s puzzle champ made these suggestions to help struggling puzzlers. (Just like in math, tip number six means it’s OK to look at the answer if you’re stuck.)
1. Getting stuck Friday and Saturday is OK; puzzles get harder as the week goes on.
 2. Bookstores sell books with puzzles from specifically Mondays, Tuesdays, and so on.
 3. The constructor and editor of the puzzle most likely used Google—it’s acceptable for you to as well.
 4. Oneacross.com
 5. Try coming back to hard puzzles later.
 6. It’s perfectly fine to look at a puzzle solution.
 7. White says, “Practice makes less imperfect.”
 8. White doesn’t recommend using crossword magazines.
 9. Use collaborative crossword websites and work with other people.
 10. Puzzle all the time!

SHAKER HEIGHTS TEACHER Robert White, who teaches Latin, Greek, and occasionally math, works on crossword puzzles during his free period. White never gives up on puzzles; he stores them in a folder and eventually returns to the puzzles with a fresh and clear mind.



LIZ JACOB • THE SHAKERITE

A little perspective wouldn't hurt

Do you know how much math homework I had last night?
Just when I was about to text you about my ex-boyfriend, my phone died!
I spilled cheese sauce on my favorite shirt.
Hearing people talk, you would think they had all endured disasters of the first degree.
Here's the thing: You have a phone and someone to text. You are learning math, and you have a shirt to stain. Be thankful.



ERICA SEMAN I've never been one to tell people that their problems are insignificant, but the truth is that unfortunately, somewhere in the world, someone is worse off. While everyone has problems distracting them from paying attention in Spanish, a reality check is long overdue. In many countries, kids our age are praying just to make it through the night. Which cheating boyfriend happened to upset which crying girlfriend isn't a passing thought.
In these places, there is no social networking. There is also no clean water.
If the plight of teenagers in Japan or Haiti doesn't faze you, open your eyes. Students in our own district are struggling, and their struggles may be secret. For them, the fact that LeBron and the Miami Heat made the playoffs is irrelevant. I can sympathize; coping with problems is not easy. Yes, it may be raining again, but we do not start our grueling days at 4 a.m. We do not walk 10 miles for a 10-hour school day, and we girls aren't gassed or scarred by acid just for attending class as some Afghan girls have been. As we dragged our feet back to school last August, The New York Times reported 60 Afghan schools had been either burned down or destroyed in recent years.
Yet, seeing it as an entitlement, not a privilege, some people take our award-winning education for granted. Shaker is a public school, but it is funded by taxes. This education is not free, and many of us forget this. A freshman candidate video began with the assertion that "We all know that none of us enjoy going to school," which, if you consider what children endure en route to school throughout the world, seems out of proportion.
Life isn't fair, but this life is pretty good. Put down the Blackberry and pick up a newspaper. You'll soon see that the world doesn't end when "Glee" is a rerun.

Hello, espadrilles!

BY ELANA ROSS
BUSINESS MANAGER

Chuck your gladiators, dump your flip-flops and rope yourselves into a pair of espadrilles. Cheap yet durable, they first appeared during the 13th century and were worn by everyone from soldiers to peasants.
By the mid 20th century, the humble espadrille became popular when glamorous Hollywood stars were seen sporting espadrilles. With the current resurgence of the preppy look, espadrilles also are back in vogue. This season there's a wide variety of styles to choose from, ranging from inexpensive to high-end pairs, including flats, wedges and platforms. Soludos, a favorite brand of Hillary Duff and Jennifer Garner, sell a variety of great, flat espadrilles. The best part? They're only \$28 per pair!

Students stick to their camps like Krazy Glue

BY LIZ JACOB
PHOTO EDITOR

For \$1,000 or more a week you can swim, walk in the woods, eat low-quality food and play "recreational games."
The American tradition of camp was originally created to give parents a chance to send their children away for the summer in order to enjoy a quiet and relaxing few weeks. For many children, camp is an enriching and life-changing experience that allows them to learn important life skills. It's also the place where ten-

nis court time happens.
If you don't really understand all this camp craziness, remember summer camp isn't just campfire songs and picturesque encounters with nature. Camp allows you to train for the real world by giving you the chance to get out of your comfort zone, explore the wild, and above all, get to know new people... on the tennis court.
For most camp goers, camp is an escape from the hallmarks of a Shaker summer: humidity, dreariness and yard work. While everyone loves their friends, and can't get enough of Shaker's charms, the best part of camp is getting away.



ERIC STERIN
CAMP WISE
Years attended 8
Favorite activities Banana boating, pulling pranks
Campiest thing about you Not wearing shoes, in and out of camp
What happens at camp that no one knows? (Not appropriate to print in a school paper)
Sterin says: "The best part about camp is the people. They make the whole summer worth it. And you don't have to search for friends; they find you."



LOGAN DAVIS
ALFORD LAKE CAMP
Years attended 6
Favorite activities Swimming, sailing, canoeing and bonding
Campiest thing about you My favorite camp tattoo
Scariest camp moment This really funny counselor who doesn't really talk to people was doing hand puppets in her cabin and we heard this cackling and then a couple minutes later we were still laughing and out of the dark we heard someone say, 'Girls,' and we looked up and it was her.



NOAH GARSON
CAMP ROBIN HOOD
Years attended 7
Favorite activities Archery, riflery, dodge ball and pulling pranks
Campiest thing about you I daydream about girls from camp.
What happens at camp that no one knows? Camp hookups
Garson says: "The friendships and bonds you form at camp are strong, like when you Krazy Glue your hands together and you can't get them apart -- that close."



CLAIRE LEVIN
CAMP WISE
Years attended 4
Favorite activities Maccabiah (color wars), and campfires
Campiest thing about you? A dreadlock I got from my camp counselor
What happens at camp that no one knows? TCT: tennis court time (When older campers sneak out of their cabins with a member of the opposite sex)
Levin says: "I love Camp but I'm definitely not a Logan-Davis-level camper."

Photos by Liz Jacob•The Shakerite

The dope on rope-soled shoes



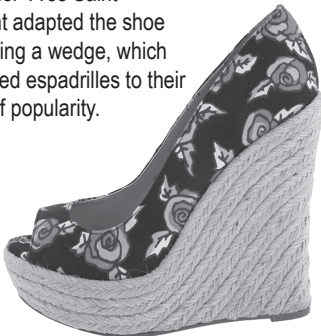
The soles are made of jute, a vegetable fiber twisted into rope, which can withstand the constant weather changes Clevelanders endure.



In addition to rope soles, espadrilles feature cloth uppers, so they are also environmentally friendly.



Designer Yves Saint Laurent adapted the shoe by adding a wedge, which launched espadrilles to their peak of popularity.



Compiled by Elana Ross

It's too late to apologize

Miami Heat forward LeBron James apologized May 12 after game five of the Eastern Conference semifinals for publicly taking his talents to South Beach in his July 8, 2010 broadcast of "The Decision." Speaking to reporters after the win, he said, "I apologize for the way it happened, but I knew this opportunity was once in a lifetime." Thanks, LBJ. We all feel so much better now.



Raider Zone



APRIL SHOWERS BRING MORE THAN MAY FLOWERS

AS SHOWN IN this screenshot, Shaker faculty was bombarded by e-mails from baseball head coach Michael Babinec this spring. E-mails were sent regarding early dismissal for the varsity baseball team but were usually accompanied by a second e-mail shortly after stating that the game had been cancelled. "Baseball and softball were hit the hardest this spring because of the nature of the game and the field conditions necessary," Athletic Director Don Readance said. Baseball had 20 cancellations, and softball amassed 17 cancellations. Some games were never played. "You can't control Mother Nature," Readance said.

New

Reply

Reply to All

Forward

babinec

X

From

Subject

Received

Size

Last Month

	Babinec, Michael	Early Dismissal - Varsity Baseball	4/6/2011	13 KB
	Babinec, Michael	Today's Baseball Game - Cancelled	4/6/2011	3 KB
	Babinec, Michael	Early Dismissal - Varsity Baseball	4/7/2011	15 KB
	Babinec, Michael	Early Dismissal - Varsity Baseball	4/8/2011	21 KB
	Babinec, Michael	Baseball Game CANCELLED	4/8/2011	2 KB
	Babinec, Michael	Early Dismissal - Varsity Baseball	4/11/2011	32 KB
	Babinec, Michael	JV Early Dismissal	4/14/2011	2 KB
	Dan Cohen	Re: JV Early Dismissal	4/14/2011	8 KB
	dbcohen2489@gmail.com	Re: JV Early Dismissal	4/15/2011	6 KB
	Babinec, Michael	Monday, April 18, 2011 - Varsity Baseball Early Dismissal	4/17/2011	54 KB
	Babinec, Michael	Wednesday, April 20, 2011 - Varsity Baseball Early Dismissal	4/20/2011	99 KB
	Babinec, Michael	Varsity Baseball Game - CANCELLED	4/20/2011	2 KB
	Babinec, Michael	Thursday, April 21, 2011 - Varsity Baseball Early Dismissal	4/20/2011	187 KB
	Babinec, Michael	Tuesday, April 26, 2011 - Varsity Baseball Early Dismissal	4/26/2011	367 KB
	dbcohen2489@gmail.com	Re: JV Early Dismissal	4/28/2011	6 KB
	Babinec, Michael	Shaker Heights Varsity Baseball - Saturday, April 30, 2011	4/28/2011	3 KB
	Babinec, Michael	Friday, April 29, 2011 - Varsity Baseball Early Dismissal	4/29/2011	723 KB

by the #s

20
number of baseball games cancelled.

17
number of softball games cancelled.

0
number of days softball team practiced outside on the varsity field.

8.91
inches of rainfall for the month of April (record).

With more cancellations than games, players got to know one another and Mentor High School

Seventy-one miles worth of gasoline and four and a half hours of my Saturday afternoon - wasted.

The softball team drove to Lorain May 7 for a game, only to watch rain turn a previously cloudless day into our eleventh game cancellation. Surprise.

I have received so many text messages this season stating, "Game canceled." The soggy cycle of rescheduling and cancelling games became so tedious that some girls stopped bringing their jerseys to school on game days.

We found ourselves checking the weather forecast more frequently than going over plays.

Water-logged fields also mean no outdoor practices, so we've been practicing inside the gym as if it's still preseason. The ball reacts much differently to a wood floor than to dirt and grass. With so little field time, the quality of play could slip when hell freezes over and we're actually on a field, playing.

Relentless cancellations don't only im-



Kyra Hall

pinge on play, but they also interfere with school. Not being able to attend tenth period or conferences before a big test is bad enough, but missing them for a game that never happens is worse. Many teachers who have softball players in their tenth-period classes have become annoyed by players being absent four to five times a week.

The cancellations are also taking a great toll on students whose tenth-period classes are taught by our coaches.

But when April ended, I figured the monsoon season was over, and we could at least end the season on the dry side. Boy, this was a flawed assumption.

By the time playoffs came around, we had been rain-free and enjoying temperatures in the 70s and 80s for about a week. Our first playoff game was May 12 at Mentor, an hour-long bus ride away. This time we actually got to start our game.

During the fourth inning it started lightning and thundering, which meant everyone had to leave the field and go inside Mentor's gym.

After minutes of awkwardly sitting next to the team that was

beating us, our head coach, Amanda Rabatin, a Mentor graduate, took players on a tour of the school to kill time.

The OHSAA mandates that teams wait 30 minutes after the last lightning strike before resuming play. Sure enough, the rain came and the lightning didn't stop.

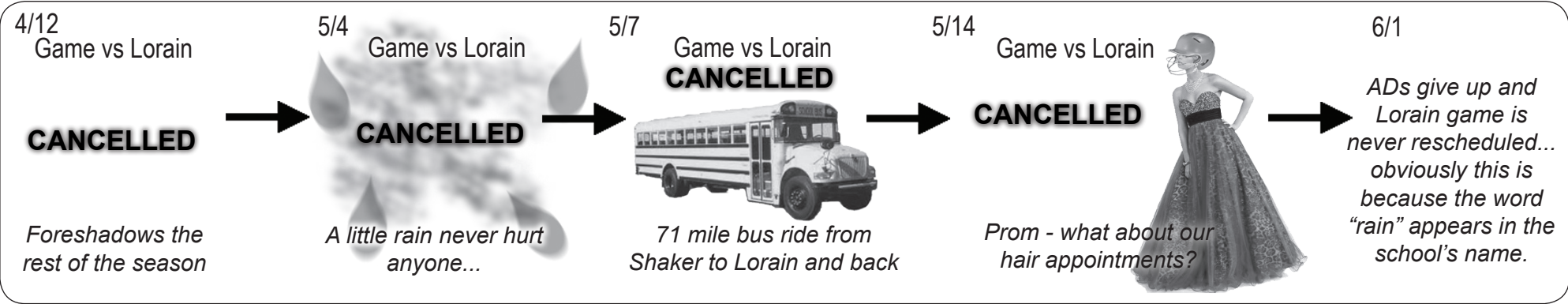
The game was called off shortly after, but our bus was nowhere in sight. It arrived an hour later - about when we would have finished the game, had we played it.

The three remaining innings from that game were rescheduled for the next day at 4:30 p.m., and the winner would go on to play Eastlake immediately following. Unsurprisingly, a downpour began during ninth period, cancelling our game. By tenth period, the sun was shining brightly as ever. Apparently Mother Nature hates spring sports.

We finished the leftover innings from Mentor May 19 and lost 6-1, pulling us out of the playoffs. The Lorain game was never made up. Our season consisted of more cancellations than games.

Rabatin tried to look on the bright side of things. "This season has been a season of team bonding, not playing, but bonding."

THE SAD, SOGGY STORY OF THE [LO]RAIN GAME





Quick Hits

What's happening in the Raider Zone this month

IN AD, NBA PLAYERS CRITICIZE USE OF GAY SLURS

The NBA admonished the use of the word "gay" to mean "stupid" or "inferior" in a new public service announcement that aired May 16.

In it, anonymous basketball players trash talk to the camera, but the last says, "Your moves are just gay." Phoenix Suns forwards **Grant Hill** and **Jared Dudley** interrupt and say that the word is offensive.

The commercial came after Suns president **Rick Welts** publically announced that he was gay. The NBA also recently fined Chicago Bulls forward **Joakim Noah** and Los Angeles Lakers guard **Kobe Bryant** for homophobic slurs uttered during televised games.

"I thought it was a big step for such a big organization such as the NBA to take a chance in calling out all of the users of gay slurs," freshman basketball player **Patrick Lamb** said. "It was cool how [the players] didn't care about their [personal] reputation by releasing the video."



FIELD HOCKEY WILL REQUIRE GOGGLES

All high school field hockey players must wear protective goggles during games beginning next fall. The National Federation of State High School Associations decided in early April that the potential risk of injury deemed the change necessary. Clear plastic goggles as well as women's lacrosse goggles will be allowed.

"After playing so long without goggles, it's going to be a hard adjustment. They restrict your sight and get in the way," junior **Catherine Taylor** said. "I wish I didn't have to buy a pair when I'm only going to have to use them for senior year."

LEL A LAUGHING MATTER FOR TENNIS

BY IAN ROUND
RAIDERZONE EDITOR

The men's tennis team won the Lake Erie League. Again.

Not only did the Raiders win the LEL, but they have won all but three LEL titles since 1980. They have never even placed third. They compiled a 522-126 overall record from 1980-2009. (The Athletics Office could not provide the 2010 or 2011 records).

Athletics director Don Readance believes this dominance comes from a strong youth program, talented players and coaches and weak competition.

"It seems like as soon as we lost a senior, we got a decent freshman the next year," said senior Tommy Marx, who placed fourth in state in 2008 and third in 2009, but was injured last year. Sebastien Glinzler, who has coached the team since 2010, did not respond to interview requests.

"Dominating the LEL was not that challenging. There

were only a few teams that were competitive in tennis, [Mentor and Cleveland Heights]," said Al Slawson, head coach from 1980-2007. He also cited financial reasons.

"Tennis success is normally tied to the socioeconomic level of the community. It takes money to be good," Slawson said.

Despite easy league play, Shaker consistently places highly in state competition. The top three places in singles at the sectional championship went to Marx, senior David Gabriel and junior Peter Smetona. Marx and Gabriel advanced to the Division I singles Sweet 16 May 27-28.

When Shaker joins the Northeast Ohio Conference in 2012-2013, competition will be stiffer. Readance said that Shaker is nevertheless projected to be placed in the top the NOC's three divisions.

"Dominating the LEL was not that challenging."

Allan Slawson, head men's tennis coach 1980-2007

by the #s

Men's tennis since 1980

2000

Year of the only state championship

100+

Pep Llinas ('88), Danny Klein ('99) and John Goheen ('02) each tallied more than 100 wins in their careers

80.6%

Overall win percentage 1980-2009

28

LEL team championships

8

Team top-four finishes in state: '96, '97, '98, '99, '00, '02, '05 and '09

11

District doubles champions

3

LEL second-place finishes

0

LEL third place or worse finishes

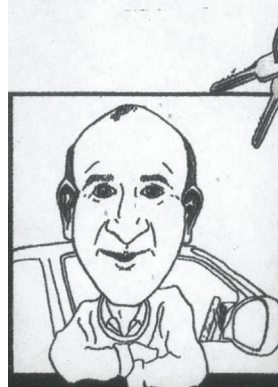
5

Top four state finishes in singles (three by Pep Llinas, two by Tommy Marx)



SENIOR TOMMY MARX returns a ball hit in practice. Marx won fourth place in the state as a freshman in 2008 and third place in 2009. He said failing to win the LEL would be "embarrassing." Marx will play tennis at Division I Butler University next year.

SUMMER CLASSES NOW FORMING



Overbeke's
School of Driving

"He actually taught his important things about driving!"

"The information sticks because you make it interesting and fun."

"Driving class is cool."

"I had a lot of fun and learned at the same time!"

"Mr. Overbeke, this class was A-OK!"

"This course was amazing!"

"I looked forward to coming to class!"

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STATE CHAMPS? THAT'S SO LAST YEAR



VARSITY BASEBALL CELEBRATES after upsetting defending Division I state champion St. Edward 4-3 in the district championship May 20 at Cene Park in Struthers. Senior Ryan Walling pitched five innings and allowed two runs. Junior Spencer Byers pitched the last two, allowing a run, after throwing a complete game the day before. Shaker scored its four runs on three hits in the fourth inning and survived a late rally. St. Edward had two players drafted to the major leagues from last year's championship team. Shaker, now one of 16 schools left in Division I, was supposed to face Green High School May 26 at Thurmon Munson Stadium in Canton.

SHAKERBASEBALL.COM



The patriotic route out of high school

Departing from the dominant Shaker-endorsed path, some students choose to enter the military after graduating high school. This month, Cover Story profiles two Shaker alumni who have pursued futures in the military and three graduating seniors who will enter the service. Representing the Marine Corps, the Navy and the IDF, these men talk about their decisions to join the military after graduation. See pages 6 and 7.

COVER PHOTO COURTESY OF JOHN O'CONNELL



Editors' Note

After 38 'fantastic' years, Marcia Jaffe retires



MARCIA JAFFE HAS led the Student Group On Race Relations for 28 years. "SGORR is the grandfather of all these race-relation groups that you see around," she said. Jaffe will retire at the conclusion of the school year. SGORR veteran Halle Bauer ('06) will advise the group, which numbers more than 300 students.

What has your overall Shaker experience been like?
Fantastic. That's why I'm still here.

How has SGORR affected the community?
I think the way SGORR has done that is, at this point in time we have 300 SGORR students. All of those kids have mommies and daddies. In 1983, they were just beginning to talk about race relations. Because of this, we received a grant from The League of Women Voters so that students could teach young kids' parents. That way, kids would talk to their parents about this stuff at the dinner table. SGORR is the grandfather of all of these race relation groups that you see around.

How has SGORR affected your life?
I love SGORR. Every Sunday from 6-10, we meet in my house and we're all very close friends. When you see each other for three years the way we do, you get close. I have parents who come and tell me how I see their kids more than I do. I see them more than anyone else. My best friends are the SGORR people. After they leave, they come back; you never know who will walk through the door.

How has SGORR evolved over the years?
It evolved over the years the way something that started with 15 would evolve to 300. I was always having to fine-tune for the next new number that we were coming. So, for instance, the five people

who were left as Core people would recruit their own friends and teach them and then go into the classroom. The biggest change has been the organizational one that had to occur as the organization grew larger and larger.

What do SGORR alumni tell you about how SGORR helped them in life after high school?
It depends where they go. They talk about the "Shaker bubble" that we hear so much about. There was nowhere that they were going to find SGORR so they started their own branches. They always look to see if there's a fair amount of diversity. Diversity is a word that was not in existence in 1983. It was a word, but it never meant what we know it to mean today.

What are your hopes for the future of SGORR?
I'm hoping that Halle will stay for the next 35 years because an organization shouldn't change hands too often. I'm hoping that they will put their own creative touch on it, and feel like they can. But the most important thing is that they keep the priority of respect, the priority for how we treat each other, that's really what the whole thing was about. We've moved away from color, and we're on to bullying which is a transition that was slow in coming, but is here.

Graham Fine and Ilana Kramer

The Shakerite

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Japan — 6:30-7:15 p.m. Wednesday, June 15

Experience an amazing martial arts demo of
self-defense tactics and traditional Asian forms
by International Grand Master Ron Balas, 10
Degree Black Belt, Judan/SOKE, Tai Shin Doh
Karate. Make your own candy sushi to eat and
try your hand at creating origami.

Mexico — 6:30-7:15 p.m. Wednesday, June 29

Chipotle Mexican Grill will be here mixing up their
authentic guacamole for you to sample at our fun
fiesta. Try your hand at some colorful south-of-the-
border crafts.

Nigeria — 6:30-7:15 p.m. Wednesday, July 13

Make your own AYO game to take home (we'll teach you
how to play it) and munch on a Nigerian snack of chin-
chin and sweet plantain chips.

Around The World — 6:30-7:15 p.m. Wednesday, July 27

Send your taste buds on a trip around the world and celebrate
the end of the 2011 Teen Summer Reading Program. Sample
foods from around the globe while enjoying music from many
different cultures.

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